



MONTHLY BULLETIN OF THE DEPARTMENT OF PUBLIC INSTRUCTION

DIRECTORS DISCUSS ISSUES

Governor Earle and State Superintendent Ade Address Sessions of Convention

The annual convention of the Pennsylvania State School Directors Association held in the Education Building, February 4, 5, and 6, was enlivened by the discussion of many vital educational issues.

The deliberations of the 800 delegates representing the school districts of Pennsylvania comprised such timely topics as, sane athletics, juvenile delinquency, modern schools, sight conservation, civil service for teachers, school legislation, public relations, crime prevention, directors organizations, resolutions, and a question box.

GOVERNOR EARLE SPEAKS AT BANQUET

Most delectable of the varied features of the convention was the banquet. Attended by more than 500 of the delegates, the banquet was addressed by Governor George H. Earle; Dr. Lester K. Ade, Superintendent of Public Instruction; and Samuel W. Grafflin.

The Governor in his remarks touched upon the graduated income tax law, freedom of the press, educational leadership, and relief for Pennsylvania. He expressed a determination to continue his fight for an income tax based on the principle of taxing the people in accordance with their ability to pay, thereby relieving real estate of the excessive tax burden under which it now labors. He pointed out to the school directors assembled, the excellent opportunity they enjoy in their respective communities, to fulfill the responsibilities of leadership imposed in them by the voters, and made a stirring appeal that they follow the spirit exemplified by Washington, Cromwell, and others who labored against odds in the interest of equality and justice.

SUPERINTENDENT ADE DELIVERS TWO ADDRESSES

In addition to his usual good humored remarks at the banquet, Dr. Lester K. Ade, State Superintendent of Public Instruction, was called upon to address both the Association of School Board Secretaries and the State School Directors Association.

"Requirements of the Modern School," was the subject which Dr. Ade discussed before the secretaries in his effort to co-operate with them in promoting better education for the two million children of the Commonwealth. Dr. Ade promulgated seven requirements of the modern school.

First, a purpose which comprises the all around development,—physical, emotional, moral, social, vocational, and mental,—of the child; second, a building adapted to the specific purposes of education, both scholastic and community; third, teachers competent not only to instruct the children in subject

matter but to inculcate in them desirable attitudes as citizens; fourth, a program that provides educational experience for the whole day, seven days a week; fifth, co-operation with agencies related to the broader educational program; sixth, materials of instruction suitable for obtaining the objectives sought; and seventh, maintaining such necessary services as transportation of children, census and enumeration, medical service, library facilities, research opportunities and general guidance.

His second address delivered before the directors association dealt with "The Essentials of a Good School System."

"The school is an index of the community, for a community is known by the schools it keeps," he said.

Dr. Ade's discussion of this practical subject was given clarity and emphasis by his systematic delivery under six carefully chosen headings.

In Dr. Ade's estimation good will is a vital essential in carrying on public education. A second essential is finances in discussing which he emphasized the importance of consolidation of schools without destroying local initiative and responsibility. The third essential is leadership. The responsibility of school directors in this connection was emphasized. "Where there is no vision the people perish," said Dr. Ade. The school plant was Dr. Ade's fourth point. The importance of this essential according to Dr. Ade was in making it suit and facilitate the educational objectives. Instruction, another one of the essentials, comprises methods, measurements, and materials. The most recent emphasis in his opinion has been placed on the materials of instruction, especially the use of libraries and reference works. The final essential enumerated by Dr. Ade, and the one to which he attached the greatest importance was the teacher. "A school that has good teachers needs little more," the Superintendent said. He rated the teacher at 90 per cent in the total educational environment of the school, and all else at 10 per cent. Personality, courage, initiative, ability, and sympathy, are some of the marks of a good teacher which Dr. Ade commented on.

In closing his remarks before the school directors, State Superintendent Ade gave them every assurance that the Department of Public Instruction was making every effort to organize itself for the most effective and most efficient service to the local school districts of the Commonwealth. He pointed out to them that it was his and their joint responsibility to provide an adequate educational program for some 2,000,000 children throughout the State and that he was eager and ready to marshal the various agencies and bureaus in the Department to the best interests of these children.

(Continued on page 4)

SCHOOL DIRECTORS TO PARTICIPATE IN SCHOOLMEN'S WEEK

Dr. Lester K. Ade Among Speakers

A full day's program has been prepared for the school director's section of the annual Schoolmen's Week, to be held in Philadelphia, March 25-28, 1936.

Chairman of the morning session which will be held Wednesday, March 25, at 9:30 A. M., in Houston Hall Auditorium is George S. Stuart, president of the Hatboro School Board.

This program comprises a panel discussion of such questions as: What should be the educational qualifications of our teachers? Are lay members of school boards qualified to select teachers on the basis of modern requirements? Where there are no superintendents nor supervising principals, in fourth class school districts, how should teachers be selected?

Representatives from the various departments of education such as city schools, second, third, and fourth class school districts, teachers colleges, liberal arts colleges, county superintendents and principals, will participate in the round-table discussions.

The afternoon program which will begin at 1:30 in the same room will be chairmaned by Mrs. Joseph Scattergood, member of the West Chester School Board and past-president of the State School Directors Association.

Among the speakers on this program are: Dr. Lester K. Ade, State Superintendent of Public Instruction, who will address the convention on "Some Requirements of a Modern School System." Also appearing on the program are: the Hon. Franklin Spencer Edmonds, of Philadelphia, and the Hon. Hiram G. Andrews, of Johnstown, chairman of the legislative committee to study Pennsylvania's school system.

SUPERINTENDENT ADE TO ADDRESS CONFERENCE AT JUNIATA COLLEGE

Two leading educators head the program of the Educational Conference which will be held at Juniata College, Huntingdon, Pa., on Friday evening, March 13 and Saturday, March 14. To the sessions of the conference the superintendents, supervisors, and principals of the central area of Pennsylvania are invited.

Dr. Lester K. Ade, Superintendent of Public Instruction, and Dr. George D. Strayer, Teachers College, Columbia University, are the speakers whom President Charles C. Ellis has secured for the conference.

In announcing the conference, President Ellis expressed confidence that the meeting will result in a substantial contribution to the problems which confront public school educators.

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PHILOSOPHY FOR EDUCATORS

During a period of rapid change in a complicated society, those who are attempting to lead the way for the millions who are rising to the responsibilities of citizenship are constantly searching for guiding lights. Help for these earnest leaders may be found among the dozen or more titles below, each of which sets forth principles on which to base education and learning.

Bode's *Fundamentals of Education*, (Macmillan); Chapman's *Principles of Education*, (Houghton); Cubberley's *Changing Conceptions of Education*, (Houghton); Dewey's *How We Think*, (Heath); Dimmet's *Art of Thinking*, (Simon); Durant's *Story of Philosophy*, (Simon); Elliott's *Process of Group Thinking*, (Sc. Press); Fisher's *Learn or Perish*, (Liveright); Gentile's *Reform of Education*, (Harcourt); Horne's *Democratic Philosophy of Education*, (Macmillan); Kilpatrick's *Foundations of Method*, (Macmillan); Morrison's *Basic Principles of Education*, (Houghton); Rusk's *Philosophical Bases of Education*, (Houghton); Woefel's *Molders of the American Mind*, (Teachers College Record—April 1932).

COMMUNITY COOPERATION

A community effort, "Conference on Myerstown Planning," has become influential in civic affairs at Myerstown, Pa.

The group, composed of the school board and teaching staff, civic clubs, American Legion, lodges, churchmen, and others, sponsors a year-program which includes consideration of such matters as a recreational program for Myerstown, educational program, beautification, zoning, streets and architecture, and business interests.

J. Lewis Fluck is "moderator," and guides the discussions.

IMPORTANCE OF SCHOOL PUBLICITY

The growing importance of school publicity and general public relations is evidenced by the provision in the program of the Department of Superintendence for a separate meeting of the directors of publicity, for city and county schools, state departments of education, state education associations, local teachers associations, and teachers colleges.

The main purpose of this meeting was to form a new association to develop the technique of various types of contact with the public including the newspaper, the radio, school exhibits, and school publications.

Keeping the public informed as to the progress of educational institutions can no longer be regarded as an incidental practice. During a time when social changes are taking place at an almost breath taking rate it is essential that the public be kept informed of the efforts of the schools to keep abreast of these changes. While this can best be done through the press there are other agencies that can effectively cooperate in this important service.

Among these agencies are the boards of education, who hold an important place in influencing the attitude of the public toward the schools. The superintendents of schools themselves may also make a contribution in public relations.

Similarly, principals and teachers may avail themselves of opportunities both incidental and deliberate, in behalf of keeping the public informed of the progress of education.

While such agencies as parent teachers associations have been functioning in the field of school publicity, there are other service organizations that could be used to a greater extent than they are being used at present. Such organizations as Rotary, Kiwanis, Lions, round-tables, and other similar public spirited groups are eager to lend a hand if given encouragement and an opportunity to do so. It is ominous indeed to observe an increasing interest in regard to public information on education, with the natural consequence that the work is being done more and more systematically and effectively.

P. S. E. A. PROSPECT

Miss Jessie Gray, former President of the N. E. A., speaking through the News Letter of the Philadelphia Teachers Association made several constructive suggestions of interest to teachers in Pennsylvania.

1. The importance of educating teachers regarding the state program of the P. S. E. A.
2. The need to strengthen convention districts—giving recognition and authority to presidents of these districts.
3. Revision of the organization's constitution, so that the classroom teachers may have an important place in the councils.
4. Revision of the apportionment and election of delegates to fulfill their proper duty and responsibility in the State, Nation, and at home.
5. The preparation for the next session of Legislature covering restoration of salaries increments of teachers, tenure law, and the prompt use of state subsidies for teachers' salaries.

CALENDAR OF EDUCATIONAL EVENTS

- March 12-14—Columbia Scholastic Press Association, Columbia University, N. Y. C.
- March 13-14—Twelfth Annual Junior High School Conference, New York University, N. Y. C. Samuel J. McLaughlin, Chairman, N. Y. C.
- March 13-14—Educational Conference, Juniata College, Huntingdon.
- March 25-28—Southeastern Convention District and Schoolmen's Week, University of Pennsylvania, Philadelphia, Pa.
- March 25-28—Eastern District Society of American Physical Education, Hotel Syracuse, N. Y. C.
- March 27-28—Northeastern Convention District, Wilkes-Barre.
- March 29-April 3—Music Educators National Conference, N. Y. C. Headquarters, Hotel Pennsylvania, President, Herbert Smith, Milwaukee.
- April 10-11—Pennsylvania Academy of Science, State Teachers College, Indiana, Pa.
- April 14-18—National Convention, American Physical Education Association, Hotel Statler, St. Louis.
- April 18—Annual Industrial Arts Conference for Western Pennsylvania, State Teachers College, California.
- April 24-25—Pennsylvania Forensic and Music League, Ninth Annual Final State Contest, Pottsville, Pa.
- April 25—Eastern Pennsylvania Industrial Arts Conference, State Teachers College, Millersville, Pa.
- April 28-May 2—Forty-third Annual Convention, Association for Childhood Education, Hotel Pennsylvania, New York City.
- May 2—Commercial Contest, State Teachers College, Bloomsburg, Pennsylvania.
- May 8—Music Festival, State Teachers College, Clarion, Pa.
- May 18—World Goodwill Day.
- June 11-13—Seventh Annual School Administrators Conference, Peabody College, Nashville, Tenn.
- June 25-26—Fourth Conference on Business Education, University of Chicago.
- June 28-July 2—National Education Association Convention, Portland, Ore.

A COLOSSAL PROBLEM FOR THE STATE AND NATION

The seriousness of the problem confronted by the National Youth Administration and other national and state organizations co-operating on America's youth problems, is evidenced by the following figures compiled by the committee on youth problems in the Office of Education at Washington.

Of the twenty millions of young people in America between the ages of sixteen and twenty-four, 4,000,000 are in full-time schools and colleges; 500,000 without employment are taking part-time school work; 2,800,000 are young married women not employed and not in school; 7,800,000 are employed at full-time or part-time non-relief jobs; 300,000 are out of school and unemployed but not seeking employment; 4,700,000 are out of school, unemployed and seeking employment.

These figures show an increase of 150 per cent in the unemployed youth group over the United States Census figures for 1930.

The greater need for further education and employment lies in the 16- to 19-year group as against the 20- to 24-year group.

PERSONNEL CHANGES IN THE DEPARTMENT

The following changes in the personnel staff of the Department of Public Instruction were consummated during the current month:

SECONDARY EDUCATIONAL ADVISOR

Wilbur R. Lecron, lately principal of the Collegiate Institute at York, has taken up the duties as senior secondary educational advisor in the Department of Public Instruction.

Mr. Lecron was born in Greencastle some thirty years ago and attended the public schools of that city, graduating in 1917. His preparatory and college training was gained at Shippensburg State Teachers College and Defiance College. He also attended the University of Pittsburgh where he was graduated with the degree of Master of Arts. Upon the completion of his dissertation he will be awarded a Ph. D. degree in education by the University of Pennsylvania.

Mr. Lecron's professional experience is of the same high type as his training. He served in the capacity of principal of a district high school in Franklin County for one year and of the Williamstown High School for more than two years. He gained further experience in his profession as instructor for four years in the Seminary at Lakemont and in the Norristown High School. He was then advanced to the position as Dean of Instruction in Swarthmore Preparatory School and after serving there for three years was promoted to the position which he lately relinquished after serving for six years.

Mr. Lecron's position in the Department of Public Instruction is one of considerable responsibility and the administration is glad to have one of his high competency available for the work.

PUBLIC INFORMATION EDITOR

Succeeding Donald M. Cresswell in the office of principal public information editor of the Department of Public Instruction, is Eugene P. Bertin of Muncy, Pennsylvania.

Mr. Bertin hails from the vicinity of Williamsport where he received his common school education and graduated from the South Williamsport High School in 1913. He continued his education at Bucknell University, finishing with a degree of Bachelor of Arts in Jurisprudence. In 1917, after serving for several years in the profession of education, he entered Harvard University, and graduated from the graduate school of arts and sciences of that institution in 1925, with the degree of Master of Arts in the field of English and literature.

He began his career as an educator in the Limestone Township School district near Williamsport where he served as supervising principal until 1918. After the World War, in which he served as second lieutenant in the signal corps, he became instructor in English and literature in the Williamsport Senior High School.

In 1922, Mr. Bertin was called upon by the United States Government to establish an ex-service men's school, in the city of Williamsport. This school became a model for similar schools throughout eastern United States.

In 1923, he took up his duties as instructor and assistant principal of the Muncy Public Schools, becoming supervising principal in 1929, the position which he held until his recent appointment in the Department.

During the summers of 1920-27, Mr. Bertin, was the assistant principal and Head of English Department in the Muncy Normal School, a branch of the Mansfield State Normal School.

His career as a journalist comprises numerous varied activities. He is the author of *100 Years of Public Education in Muncy* which was incorporated into a 140-page book prepared by him apropos the dedication of the new quarter million dollar grade and high school building in Muncy. He is also the author of a commencement program based on the ten social economic goals for America which has been widely used throughout the United States during the past four years.

His articles on education have appeared from time to time in such national periodicals as: *The Junior-Senior High School Clearing House*; *The School Activities Magazine*; *The American Red Cross Journal*; and *The National Education Association Journal*.

He has likewise developed a recognized system of school forms comprising more than 300 devices for use in administering a public school system. He has prepared for publication a number of standardized tests which have been accepted for use by many schools in America. During the past several years he has served as correspondent, feature writer, and photographer for the *Pennsylvania Grit* which has a circulation of more than 500,000.

The duties which he has undertaken in the Department of Public Instruction comprise the editing of the Department publications, as well as the bulletins of the State Teachers Colleges; the conducting of public relation enterprises through magazines, newspapers, the Associated press, United press, and the International news service. He is also responsible for the completion and recording of information needed for reference, such as may be useful in the various bureaus of the Department.

Another office in the Department occupied by Mr. Bertin is that of special adviser in English and Literature.

WHITE COLLAR PROJECTS FOR 3400 UNEMPLOYED

Five projects for the advancement of education in the United States, financed through Emergency Relief Funds, to give employment to more than 3400 unemployed "white collar" workers have been announced by the United States Office of Education. The projects approved by President Roosevelt include;

- (1) A university research project covering a variety of cooperative studies;
- (2) a public affair project for adult civic education;
- (3) a project for the study of opportunities for vocational education and guidance for negroes in 34 states;
- (4) an educational radio project including an educational radio workshop to be established in or near Washington;
- (5) State Departments of Education in 10 states will employ emergency workers to collect information about school districts leading to a sound basis for planning economics and improvements in school organizations and school administrations; selection of the states to be announced later.

FINANCIAL STATISTICS ON THE PUBLIC SCHOOLS

As the time approaches for the preparation of the annual school budgets for 1936-37, school directors everywhere are interested in bases on which to determine appropriations for the various departments under the official school budget.

The following statistics may be found of some use in this connection:

Expenditures per Pupil in Pennsylvania	
1932	\$117.83
1933	\$102.17
1934	\$ 99.87

Percentage for Current Taxes Collected in Pennsylvania	
1932	83.8
1933	76.5
1934	73.1

Mills of Tax Levy in Pennsylvania	
1932	17
1933	18
1934	16

Accounts Payable by School Districts in Pennsylvania per Pupils in Average Daily Attendance	
1932	\$3.27
1933	\$5.07
1934	\$3.93

Average Daily Attendance of Pupils in Pennsylvania	
1932	1,735,563
1933	1,777,503
1934	1,773,183

Distribution of the Current Expenses in Pennsylvania	
1934	
General Control	5.3
Instruction	74.2
Auxiliary Agencies	4.7
Operation	9.7
Maintenance	2.6
Fixed Charges	3.5
TOTAL	1.00

ACCOMPLISHMENTS OF THE PHILADELPHIA TEACHERS ASSOCIATION

Encouragement to teachers' organizations everywhere was given by a recent News Letter of the Philadelphia Teachers Association in which that organization claimed appreciable credit for the successful promotion of the following educational legislation since 1916.

1. Public School Employees' Retirement Act—1917 (Effective 1919)
2. Woodruff Salary Act—1919
3. Edmonds Act—1921
4. Continuing Contract—1929
5. Group insurance benefits extended to teachers and teachers' organizations—1931
6. Authorization of payment of expenses of superintendents, supervisors, and teachers in attendance at educational conferences—1931
7. Full State Appropriations to meet the State's obligations.
 - a. To the Retirement System.
 - b. To the Edmonds Act.
8. Credit Union Bill—1933
9. Objectionable School Code defeated—1933
10. Restoration of the full operation of the Edmonds Act—1935
11. Prohibition of boards of school directors from demanding, requesting, or accepting gifts or donations from teachers—1935.

DIRECTORS DISCUSS ISSUES

(Concluded from page 1)

SANE ATHLETICS

Dr. R. R. Abernethy, Superintendent of the Harrisburg Schools, who has had a considerable experience and interest in the scholastic athletics of Pennsylvania, was very emphatic with respect to several features of this program. He insisted that athletics belonged in the regular school program; that intramural athletics which involves the largest masses of participants are superior to inter-school contests; that commercialism of any form in public school athletics is to be condemned; that interest in inter-school athletics for junior high schools is diminishing because of the grave dangers involved with respect to the safety of the players. Dr. Abernethy was particularly emphatic in his condemnation of championship, all-star, and post-season tournaments, saying that these had little to recommend them aside from financial returns.

JUVENILE DELINQUENCY

"Am I my brother's keeper?" was the keynote of a talk on Juvenile Delinquency delivered by J. Evans Scheehle, State Secretary of Welfare.

"Punishment has done little to help solve the juvenile delinquency problem in Pennsylvania," Dr. Scheehle said. "Revenge is a poor substitute for justice. A more modern and scientific solution is based upon study and research focusing these instruments upon the infected areas of the State."

Dr. Scheehle told the directors that when delinquency shows up in the classroom the schools should be so organized as to cope with the situation at once. The cooperation of the numerous social agencies already established in the communities of the Commonwealth should be sought by the school districts in solving the delinquency problems.

OUR TIMES AND OUR SCHOOLS

One of the most profound discussions before the directors was delivered by Dr. Clyde M. Hill of Yale University, on the subject "Our Times and Our Schools."

"Education," he declared, "must be not only universal and free but also timely and in tune with the trends. Leadership and cooperation must characterize the modern educational system. Any system of education that does not definitely provide for training in the use of leisure time is inadequate in the present day scheme."

The dignity of industry and the importance of health and safety as habits were other ideas strongly recommended by Dr. Hill.

In speaking of some of the broader aspects of education in our times, Dr. Hill remarked that school plants should be adapted to house an educational program; that the educational program should recognize the fact that education continues after the regular school day ceases, and for that reason it should provide activities throughout the entire day and during the twelve months of the year. He also recommended that teachers pursue educational courses which give them a broader outlook on life and the world, so that their broad points of view may be caught by the pupils under their instruction. For this reason, Dr. Hill thought a broad rather than specialized curriculum should be adapted in the modern school—one in which the subjects would be integrated. The supervision of instruction should be more of the nature of inter-vision

in which the supervisor would attempt to correlate not only the subjects in the curriculum but the instruction in the subjects by the various teachers in the system.

CIVIL SERVICE FOR TEACHERS

Mary B. McAndrew, newly elected president of the Pennsylvania State Education Association, appealed to the school directors of Pennsylvania to be "open-minded" with regard to civil service for teachers. She remarked that the new education is demanding more and more of teachers; that besides the imparting of knowledge to the pupils, such important educational outcomes as good attitudes, worthy motives, proper tastes, and ideals are a part of learning in the modern school. To achieve these ends teachers must be more than ever not only prepared but imbued with enthusiasm and blessed with a high type of personality.

"Consequently," Miss McAndrew said, "the modern teacher should be protected in her work. The insecurity felt by many competent teachers on account of the 60-day notice feature of the present school law, is a disturbing element in the classroom. Because of this insecurity the teacher is more or less unnerved and cannot be at her best."

Miss McAndrew likewise appealed to the directors to abandon the blanket dismissals that have been so destructive to the morale of teachers.

"We believe in our flag, our country, we want to perpetuate these ideals," exclaimed Miss McAndrew, "and it is only through the children of today who will be the citizens of 1960, 1970, and 1980 that these ideals can be perpetuated. Let us therefore guarantee them stability."

SCHOOL LEGISLATION

Rev. Frank W. Ruth, Representative, Berks County, gave the directors a very clear picture of school legislation growing out of the 1935 session of the Legislature and anticipated certain features that would likely characterize the 1936 session.

He pointed with pride to the following laws affecting the school: opening the retirement system to admit old members; permitting present employees to withdraw their money from the retirement system; \$20 a month pension for aged teachers retiring before 1919; the acceptance of fidelity bonds instead of insurety bonds for tax collectors; \$100 a month state appropriation for elementary teachers; the outlawing of gifts or donations to school boards by members of the teaching profession; the two-day mandatory institute for counties; and the purchasing of vitamin products for undernourished children.

Mr. Ruth anticipates that the 1936 session of the Legislature will deal with a teacher tenure law, a sane policy for the consolidation of schools, and taxation for school purposes.

The Legislative Committee of the State School Directors Association were in complete accord with Mr. Ruth's views and expressed their commendation for his efforts in behalf of the schools of Pennsylvania.

RESOLUTIONS

Among the eleven resolutions submitted by the Committee, all of which were unanimously approved by the assembled directors, were the following: that school boards should give notice of dismissal only to teachers actually to be dismissed; that the Superintendent of Public Instruction be requested to ask for a written opinion from the Attorney General relative to Act No.

315, providing for an appropriation of \$100 a month for each elementary school teacher, and Act No. 29A, appropriating \$25,000,000 to carry out the provisions of Act No. 315. This opinion is requested because the failure of the graduated income tax law (having been declared unconstitutional) leaves Act No. 315 without funds for its fulfillment. That the Legislature approve the amendments of the constitution, eliminating the uniformity in taxes in order to make possible an income tax law; that school teachers should be required to submit to a physical examination before the beginning of each school year; and that a committee of nine be appointed for the consideration of revision of the By-Laws of the School Directors Association.

INTERRACIAL PROJECTS

In order to promote a better understanding between the races and to further the educational objectives of Negroes, Mrs. Summerville Z. Fauntleroy, interracial consultant in the Department of Welfare, is eager to distribute to those interested, pamphlets carrying information on this subject and bearing the following titles:

America's Tenth Man, a brief survey of the Negro's part in American history; *Singers in the Dawn*, a brief anthology of American Negro Poetry; and *Negro History Week*.

The first of these pamphlets touches on the Negro's part in exploration, music, education, the ministry, astronomy, economy, the revolution, reconstruction, industry, business, religion, literature, and health.

Singers in the Dawn, contains almost half a hundred carefully selected gems from the literary pens of Negro poets.

It is felt by those interested in this aspect of education that the approach to a larger measure of interracial understanding and cooperation must be made through systematic enlightenment of both race groups.

At the present time the Office of Education of the United States, Department of Interior, is launching a survey of vocational education and guidance programs for Negroes. Dr. Ambrose Caliver, senior specialist, is the director of the project which has the approval of President Roosevelt.

TWENTY-SEVEN DENOMINATIONS AMONG STATE COLLEGE STUDENTS

Twenty-seven different religious beliefs are represented among the 4839 undergraduate students at the Pennsylvania State College, Registrar William S. Hoffman reported.

There is one Moslem on the campus; two each of Swenfelders, Spiritualists, and Universalists; seven Moravians; eight adherents to the Russian Orthodox Church; nine to the Church of God; and ten each of Menonites and Unitarians.

The Presbyterians with 906 adherents have the largest group in the College, and the Methodists with 800 stand second. Roman Catholics with 685 stand third, and Lutherans with 550 come fourth.

The others of the first ten are: Jewish, 331; Protestant, 293; Protestant Episcopal, 285; Reformed, 273; Baptist, 151; and 121 students state that they have no preference.